



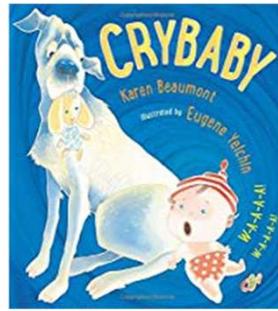
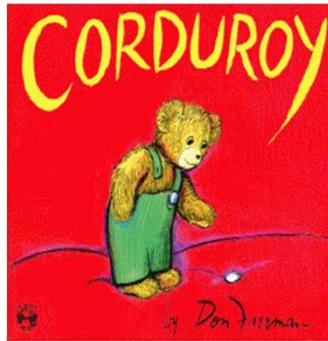
Reading Aloud to Dolls and Stuffed Animals



Library & Listening

Standards:

ELA.RL.IKI.PS.1
 ELA.RL.LTC.PS.1
 .ELA.RF.PC.PS.1



Materials:

- *Corduroy*
- *Crybaby*
- books on CD
- dolls
- stuffed animals
- *3 Ways to Read Books* and *We Take Care of Our Books* visuals (see Resources)

Vocabulary:

- author: person who writes a story
- Illustrator: person who creates pictures
- character: someone in a book
- setting: where a story happens
- story: how something happened

Preparation:

Set up materials.

Intro to Centers:

"In *Corduroy*, Lisa took care of Corduroy by sewing a button on his overalls."

"In *Crybaby*, Baby's family cared for her by soothing her when she was upset. What do you notice?"

"Another way families show they care for each other is by reading **stories** together."

"Today in Library and Listening, you can care for dolls and stuffed animals by reading **stories** to them. What do you notice?"

"You can read the words by looking at letters you know. You can also talk about the **characters**--someone in a **story**, and the **setting**--where a **story** happens, by looking at the **illustrations**."

"Just like when we read stories together, I pointed out the **author**--the person who wrote the **story** and **illustrator**--the person who created the pictures to my doll/stuffed animal. Why do you think that is important?"

Show illustration.

Show illustrations.

Children respond.

Model reading to doll and/or stuffed animal, using "3 Ways to Read Books" and "We Take Care of Our Books" visual.
Children respond.

Children respond.

During Centers:

Encourage children to “read” illustrations and sound out letters they know. Notice and document children’s print awareness and book handling. Encourage children to write stories similar to ones they choose to read. Encourage children to act out stories to dolls and stuffed animals in Dramatization. Provide simpler books such as board books if appropriate. Add books by same authors and/or with characters, i.e., *Pet Show* by Ezra Jack Keats.

Guiding Questions during Centers:

- Why did you choose this book to read?
- Why is reading a book to somebody a way to show you care for them?
- How is the way you are reading to the doll/ stuffed animal similar to or different from the way someone in your family reads to you?
- How is taking care of our books a way to show you care about our classroom?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to read stories to their families and/or other school staff members (principal, custodian, specialists, etc.). Collaborate with other classes, perhaps upper grades, as ‘Reading Buddies’.

